COURSE SYLLABUS

Course Description	Internship in a public health agency or setting. Application of administrative, program, and/or research models now employed in government and private public health organizations.		
Pre-requisites	Foundational MPH Courses	Course Website	http://my.usf.edu (Canvas)
Co-requisites	Enter	Delivery Method	Online

Instructor Information	Faculty Mentor	Office location: Office location
	Email address	Office hours: Office hours
	Phone	Preferred method of contact: choose preferred method of contact
	Reply Policy: Reply Policy	

Experiential Learning Program Staff	Somer Burke, EdD, MPH	Office location:
	fehelp@usf.edu	Office hours: Office hours
	813-974-6606	Preferred method of contact: Email
	Reply Policy: Will reply within 24-48 hours	

Course Overview

Overview	Supervised Field Experience is a culminating experience completed under the supervision of an onsite Preceptor and the student's Faculty Mentor. Field Experience takes place in an agency, institution or with a community partner. It is a carefully-planned learning experience allowing the student to apply the knowledge, skills, and theories learned in the classroom to real-world public health issues in the community. It is also an opportunity to network, collaborate with professional teams, and explore a future career in public health. The student will demonstrate attainment of at least five program competencies and reflect on their learning during the final report and self-evaluation.

Course Requirements

Required Materials	These Field Experience Plan materials must be submitted to fehelp@health.usf.edu prior to your course registration deadline in order to receive a permit to register. The forms are provided in this the MPH Guidebook.
	1. General Information 2. Field Experience Proposal 3. Signature Page 4. Agreements and Disclosures

Technology Information

Technology Requirements	Students in all online public health courses are expected to meet the basic technology requirements to successfully participate in their courses. Failure to meet these requirements may cause problems accessing the course materials. **It is the student's responsibility to ensure all requirements are met prior to the start of the semester.** http://health.usf.edu/publichealth/eta/students_tech_requirements.htm **Pre-requisite technology skills:** Describe any technology skills required before taking this course here. **Special Technology Requirements for this course (if applicable):** Provide link and description of additional requirements here. **Collaborate Computer Requirements (if applicable):** Collaborate: http://eta.health.usf.edu/technology/Collaborate/Collaborate_Instructions.pdf Collaborate Ultra: http://eta.health.usf.edu/technology/Collaborate/CollaborateUltra_Instructions.pdf
Technical Assistance	Use the **Tech Assistance** button on the course website. The Tech Assistance button links to the Technical Support page of the Office of Educational Technology & Assessment website at: http://health.usf.edu/publichealth/eta/techsupport.html Select from any of the available options. Students will receive a reply WITHIN 24 hours via phone or email based on student preference. **During Exams & Collaborate Sessions:** Technical assistance for exams and Collaborate sessions are supported by ETA. The phone number will be posted on the course website. *(Otherwise indicate who to contact, method and expected reply time).*

Course Schedule

Lesson [release date]	Topic	Assignment	Due Date
Lesson 1	Registration	By your course registration deadline, you must complete and submit the approved/signed Field Experience Plan to fehelp@health.usf.edu.	Prior to registration
Lesson 2	Field Experience Plan	Upload your approved FE Plan	End of first week of class
Lesson 3	Field Experience Report	Complete the FE Report	Last week of class
Lesson 4	Student FE Evaluation	Complete the student evaluation via Qualtrics/Upload results into Canvas	Last week of class
Lesson 5	Preceptor Evaluation	Preceptor completes evaluation via Qualtrics/Student uploads results into Canvas	Last week of class

Grading Policies and Procedures

Grading Scale

Course is graded as Satisfactory or Unsatisfactory

Grade	Percentage (%)
S	70 - 100
U	69 and below

Grading Criteria

Assessment	Percent of Final Grade
Approved FE Plan	*12%*
Field Experience Final Report	*50%*
Student Evaluation	*19%*
Preceptor Evaluation	*19%*
Total	**100%**

Assessment Descriptions

Approved FE Plan – Submit a copy of the FE Plan that describes the field experience. This plan is approved by the student's faculty mentor and on-site preceptor prior to registering for the course.

FE Final Report – The final report is a reflection paper on the student's performance and academic development during the FE. The report reflects on how well the student met the competencies and objectives of the FE plan. Details about the report are provided in Canvas. The grading rubric is attached.

Student Evaluation - The student completes an online evaluation survey about their experience.

Preceptor Evaluation – The on-site preceptor evaluates the student's performance during the FE.

Grading Policies

Assignments will be graded in Canvas. This course does not offer extra credit.

Course Competencies and Objectives

Competency List

Demonstrated attainment of at least three foundational competencies: **Three selected by student for each APE.**	**Student Choice** ✔
1. Apply epidemiological methods to the breath of settings and situations in public health practice.	
2. Select quantitative and qualitative data collection methods appropriate for given public health context.	
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.	
4. Interpret results of data analysis for public health research, policy or practice.	
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.	
6. Discuss the means by which structural bias, social inequalities and racism undermine health and create challenges to achieving health equity at organizations, community and societal levels.	
7. Assess population needs, assets and capacities that affect communities' health.	
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.	
9. Design a population-based policy, program, project or intervention.	
10. Explain basic principles and tools of budget and resource management.	
11. Select methods to evaluate public health programs.	
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.	
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.	
15. Evaluate policies for their impact on public health and health equity.	
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.	
17. Apply negotiation and mediation skills to address organization or community challenges.	
18. Select communication strategies for different audience and sectors.	
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.	

20. Describe the importance of cultural competence in communicating public health content.	
21. Perform effectively on inter-professional teams.	
22. Apply systems thinking tools to a public health issue.	

Demonstrated attainment of at least two concentration competencies: **Two selected by student for each APE.**
Concentration Competency #1:
Concentration Competency #2:

Additional Competencies Met by APE Product: **Not for Grading**

Course Policies

Online Attendance and Participation

Students are expected to complete assignments in Canvas as scheduled. No other online participation is required during this course.

See 'Institutional Policies and Resources' for Emergency Preparedness for Academic Continuity.

Institutional Policies

Academic Integrity of Students

Academic integrity is the foundation of the University of South Florida System's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution.

Disruption to Academic Process

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Student Academic Grievance Procedures

The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An "academic grievance" is a claim that a specific academic decision or action that affects that student's academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Disability Access

Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.

Sexual Misconduct/Sexual Harassment Reporting

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The USF Center for Victim Advocacy and Violence Prevention is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

Other Institutional Policies and Resources

Download other Institutional Policies and Resources at: https://tinyurl.com/ya32b32x

Please note: The information in this syllabus is subject to change, as needed, by the instructor. You will be notified of any changes via an announcement on the course site or e-mail. It is your responsibility to keep up with any changes.

Grading Rubric for Field Experience

Objectives	N/A	0 Poor	1 Fair	2 Good	3 Excellent	Total
Prior approval of competencies by faculty mentor (0=not approved; 3=prior approval)						
Demonstrated attainment of at least three foundational competencies (select three below):						
1. Apply epidemiological methods to the breath of settings and situations in public health practice.						
2. Select quantitative and qualitative data collection methods appropriate for given public health context.						
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.						
4. Interpret results of data analysis for public health research, policy or practice.						
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.						
6. Discuss the means by which structural bias, social inequalities and racism undermine health and create challenges to achieving health equity at organizations, community and societal levels.						
7. Assess population needs, assets and capacities that affect communities' health.						
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.						
9. Design a population-based policy, program, project or intervention.						
10. Explain basic principles and tools of budget and resource management.						
11. Select methods to evaluate public health programs.						
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.						
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.						
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.						
15. Evaluate policies for their impact on public health and health equity.						
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.						
17. Apply negotiation and mediation skills to address organization or community challenges.						

18. Select communication strategies for different audience and sectors.						
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.						
20. Describe the importance of cultural competence in communicating public health content.						
21. Perform effectively on inter-professional teams.						
22. Apply systems thinking tools to a public health issue.						
Demonstrated attainment of at least two concentration competencies: 1. Write concentration competency: _____						
2. Write concentration competency: _____						
Technical Report Requirements: • Length - to be determined by faculty mentor (500 words minimum) • Correct APA format • Correct grammar						
Other: (Completed by faculty mentor as desired)						
					Total (out of 21)	